

THE TEACHERS COLLEGE JOURNAL

VOLUME V

JANUARY, 1934

NUMBER 3

Teacher Supply and Demand in Indiana

Robert K. Devricks
Former Registrar and Director of Student Programs
Indiana State Teachers College

This is the third and fourth of a series of studies on the supply and demand of teachers in Indiana. Originally this work was done by a committee of the Indiana State Teachers Association. I. O. Foster of Indiana University was chairman; the other members of the committee were G. L. Roberts of Purdue University, H. N. Fitch of Ball State Teachers College, E. C. Bowman of DePauw University, and Robert K. Devricks of Indiana State Teachers College. Since the first report the work has been carried on by the last named person. It is hoped that these investigations may be continued through a five-year period. An interval of five years should give sufficient information to warrant the use of these statistics in outlining a constructive policy in controlling to some extent the supply of teachers.

The percentage of employment of the graduates from the teacher training institutions of the state for any given year is a measure of the adequacy of the supply of teachers. Many former graduates and holders of old licenses to teach will be in competition for available positions. If, with this competition, there is an eighty per cent employment of each new class, the supply may be considered adequate and the surplus of teachers is not unduly large.

The twenty per cent surplus is not considered great because in this surplus will be found a large group of unavailable teach-

ers. Ill health, marriage of women graduates, employment in other occupations, and attendance at other institutions or work on advanced degrees reduce the supply materially. Many have no desire to teach, having finished the teachers course in order to obtain a liberal education and incidentally a license to teach as an insurance against future economic reverses. Another group has made a poor choice of major teaching subjects and does not fit into the available positions. There is still another group that graduated with satisfactory grades but cannot make a favorable impression on employers. Employers should not be required to accept the entire group of the available teachers. They should have a surplus from which to make selections.

Of the classes of 1929, 1930, 1931, and 1932, 82.70 per cent, 79.31 per cent, 70.49 per cent, and 54.81 per cent, respectively, were employed. Although the percentages of employment were decreasing during these years, the surplus had not been excessive until 1931 and 1932.

Unwarranted statements had been made prior to 1932 concerning the surplus of teachers. With 79.31 per cent employment for the 1930 class, and 70.49 per cent for the 1931 class, there could not have been many available teachers who were well qualified without positions prior to the graduation of the 1932 class. There were 2,762 graduates from teachers courses in

1931. Of these, 716 were teachers with previous experience and most of them had positions at the time of graduation. This left 2,046 beginners without previous teaching experience. In 1929, where there was 82.70 per cent employment, the schools of the state employed about 1,750 graduates without previous teaching experience. The number of beginners from the 1931 classes employed in the fall of 1931 was 1,424—leaving a surplus of 620 teachers. Using the conservative figure, fifteen per cent (325) unavailable, there could not have been more than 300 of these new teachers who were not teaching.

The situation in 1932 was greatly altered. Only 54.81 per cent of the graduates from teacher training courses were employed, a drop of fifteen per cent, with no immediate prospect for an increase in demand for teachers.

Consider for a minute the effects of an over supply of teachers. The graduates are in no way harmed if a college education is of any value; simply because one has graduated from a teachers course does not render the liberal education thus received valueless. The schools, if considered from the standpoint of the students, are not harmed. A large surplus of teachers should enable employers to choose only the best. If the schools exist for the good of the boys and girls a large surplus of teachers should be a blessing. A large surplus does affect teaching as a profession adversely by increasing competition and thus making the profession more hazardous and reducing the wage scale. Ultimately the balance between supply and demand should be reached because fewer would enter teacher training if they felt that there would be no chance for placement.

There is the alternative of restricting enrollments on teacher training courses. Let us see how this works out. Suppose that in the fall of 1933 enrollments would be limited. In two years from that time, the fall of 1935, and four years from that time, the fall of 1937, the supply would have been curtailed. After placing these limitations on the supply for two and four years hence it might be found that the schools would be returned to normal conditions and face a distinct shortage of teachers. The only way

to reduce the surplus in the meantime would be to raise standards requiring, for example, four years for elementary teachers and five years for high school teachers.

Dr. Foster's statement of the purpose of the study as given in last year's bulletin expresses the purpose of the study very clearly and definitely. "In dealing with the problem of teacher supply and demand in this state the following objectives have been brought before the committee: first, to find how many and what kinds of teaching positions exist in Indiana; second, to learn to what extent the various positions are modified annually; third, to find to what extent the teacher training institutions of this state meet the demands of the state; and fourth, to discover what adjustments in enrollments, guidance, etc., may be suggested by a more thorough knowledge of demand and supply."

Information direct from the teacher training institutions of the state regarding enrollments, teachers' licenses recommended, and the employment of graduates was obtained on appropriate blanks. The fact that all teachers' licenses are issued by the state department of education upon the recommendation of the teacher training institutions made it possible to obtain information from the only source of supply. No account has been taken of the supply from the colleges outside of Indiana because it has been assumed that Indiana colleges send as many to other states as come into Indiana from the outside.

The trends in enrollment on the various curricula through the four-year period, 1929-1932, are shown in Table I.

Students enrolled in the fall of 1931 and of 1932 chose the following single high school subjects for majors: agriculture, 18; art, 86; commerce, 339; English, 55; home economics, 188; industrial arts, 72; music, 188; physical education—men, 252; physical education—women, 105.

The two subject combinations were as follows:

Agriculture and science, 27; and social studies, 2.

Art and English, 45; and French, 7; and German, 1; and Latin, 3; and library science, 1; and mathematics, 3; and public

speaking, 1; and science, 6; and social studies, 17; and Spanish, 1.

Commerce and agriculture, 3; and art, 4; and English, 129; and French, 14; and German, 5; and Latin, 12; and library science, 3; and mathematics, 31; and public speaking, 2; and science, 45; and social studies, 46.

English and French, 255; and German, 43; and home economics, 108; and industrial arts, 2; and Latin, 201; and library science, 12; and mathematics, 201; and music, 101; and physical education—men, 29; and physical education—women, 60, and science, 425; and social studies, 573, and Spanish, 41.

French and Latin, 22; and mathematics, 33.

Library science and Latin, 1; and mathematics, 1; and social studies, 4.

Mathematics, see other subjects.

Music and art, 82; and commerce, 12; and French, 9; and German, 1; and home economics, 37; and Latin, 22; and library science, 1; and mathematics, 10; and public speaking, 1; and science, 33; and social studies, 12.

Physical education—men and art, 8; and commerce, 24; and German, 1; and industrial arts, 32; and Latin, 3; and mathematics, 36; and music, 2; and science, 192; and social studies, 124; and Spanish, 3.

Physical education—women and art, 2; and commerce, 21; and French, 6; and German, 2; and home economics, 5; and Latin, 8; and mathematics, 20; and music, 7; and

TABLE I
ENROLLMENT TRENDS FOR THE FOUR YEARS
1929-30, 1930-31, 1931-32, 1932-33

Curricula	Years			
	1929-30	1930-31	1931-32	1932-33
Elementary Curricula -----	1148	1499	2075	1960
Kindergarten-primary -----	58	50	42	39
Primary -----	490	642	755	656
Intermediate grammar grade -----	511	600	938	971
Rural -----	80	155	271	223
Four-year elementary -----	9	52	69	71
Regular College Curricula -----	2476	2747	3391	3406
Special College Curricula -----	1598	2014	1895	1961
Agriculture -----	87	67	45	1
Art -----	100	170	148	172
Commerce -----	114	331	413	387
Home Economics -----	396	404	356	312
Industrial arts -----	52	129	121	121
Music -----	411	410	450	478
Physical education -----	438	503	517	489
Grand Total -----	5222	6251	7361	7327

German and French, 10; and Latin, 5; and mathematics, 12.

Home Economics and art, 45; and commerce, 18; and French, 6; and German, 1; and Latin, 13; and mathematics, 13; and public speaking, 1; and science, 148; and social studies, 22; and Spanish, 1.

Industrial arts and agriculture, 2; and art, 8; and commerce, 5; and mathematics, 8; and science, 31; and social studies, 15.

Latin and mathematics, 71.

science, 54; and social studies, 19; and Spanish, 3.

Public speaking and French, 5; and German, 1; and Latin, 2; and mathematics, 1; and social studies, 11; and Spanish, 1.

Science and French, 36; and German, 33; and Latin, 32; and mathematics, 637; and social studies, 197; and Spanish, 10.

Social studies and French, 69; and German, 17; and Latin, 57; and mathematics, 99; and Spanish, 18.

Spanish and French, 21; and Latin, 4; and mathematics, 2.

Combinations of three subjects were chosen by 408 students in the fall of 1931, and by 462 students in the fall of 1932. The twenty-eight combinations of subjects which occurred five or more times are listed below in the order of their combined frequency for the two years.

English
English
English
Social Studies
English
English
Mathematics
English
English
English
English
English
English
Mathematics
Mathematics
English
English
English
English
English
English
Mathematics
Science
English
English
English
Social Studies

French
Latin
Latin
Science
Social Studies
Social Studies
Science
French
Mathematics
Mathematics
Science
Social Studies
Latin
Science
Latin
French
Science
Mathematics
Mathematics
Science
Latin
Latin
Science
Social Studies
Physical Education
French
Latin
Science

Social Studies
Mathematics
Social Studies
Physical Education
Science
Commerce
Physical Education
Commerce
Science
Social Studies
Physical Education
Physical Education
Science
Industrial Arts
Social Studies
Physical Education
Home Economics
Commerce
Physical Education
Commerce
French
Music
French
Physical Education
Commerce
Music
Commerce
French

experienced 1931 graduates were placed and sixty-seven per cent of the 2,046 inexperienced graduates; in 1932-33, eighty-two per cent of the 796 experienced 1932 graduates and forty-nine per cent of the 2,121 inexperienced graduates were placed. The number of graduates increased and the percentage decreased in each case.

During the four years studied there has

Many students had not selected their majors and are not included in the tabulations.

The follow-up information on the graduates for the four years considered follows. The trend of teacher employment was similar to that in business fields, the per cent employed decreased and the per cent of unemployed increased. This is shown in Table II.

Comparison of the number of experienced and inexperienced graduates placed shows that by far the greater per cent of experienced graduates were employed. Experience is not the only reason for this percentage; as stated previously, many of these graduates with experience were employed at the time of graduation; they are, of course, listed with the graduates placed. In 1931-32, eighty-seven per cent of the 716

been a steady decrease in enrollments on the elementary curricula; some of them have fluctuated, but the trend has been to decrease. The number of graduates on regular college courses showed a decided drop in 1929-30, but has increased since then over the year 1928-29. The number of graduates on the special curricula has increased steadily. The trend for all graduates has been to show a decided drop from 1928-29 to 1929-30, but since then to show a steady increase until in 1931-32 the total was almost as large as in 1928-29.

The information which follows Table II shows the number of licenses granted in each of the subjects listed and the number teaching with or without licenses. The information is shown for both 1930-31 and 1931-32 in every case where it was available.

TABLE II
OCCUPATIONS OF GRADUATES AND PER CENT IN EACH GROUP
FOR THE FOUR YEARS STUDIED

Occupation	Year			
	1929-30	1930-31	1931-32	1932-33
Total Teaching -----	82.70	79.31	70.49	54.81
in Indiana -----	75.82	70.28	63.29	49.23
out of state -----	6.22	9.03	6.50	5.47
in college -----	.66	.08	.70	.11
Working on Advanced Degrees -----	3.56	3.00	4.85	6.86
In Other Occupations -----	4.63	3.50	3.51	8.21
Unemployed -----	5.93	5.31	13.29	19.88
Unknown -----	3.17	8.74	7.70	10.01
Deceased -----	----	.08	.14	.18
AGRICULTURE			1930-31	1931-32
Number of persons licensed in agriculture and teaching agriculture -----			---	5
Number of persons licensed in agriculture but not teaching at all -----			---	11
Number of persons licensed in agriculture and teaching other subjects but not teaching agriculture -----			---	2
Number of persons teaching agriculture but not licensed in agriculture -----			---	3
Total number of licenses in agriculture -----			---	18
Total number teaching agriculture -----			---	8
Art				
Number of persons licensed in art and teaching art -----			41	49
Number of persons licensed in art but not teaching at all -----			14	52
Number of persons licensed in art and teaching other subjects but not teaching art -----			8	9
Number of persons teaching art but not licensed in art -----			19	18
Total number of licenses in art -----			63	110
Total number teaching art -----			60	67
COMMERCE				
Number of persons licensed in commerce and teaching commerce -----			105	75
Number of persons licensed in commerce but not teaching at all -----			31	77
Number of persons licensed in commerce and teaching other subjects but not teaching commerce -----			23	13
Number of persons teaching commerce but not licensed in commerce -----			6	11
Total number of licenses in commerce -----			159	165
Total number teaching commerce -----			111	86
ENGLISH				
Number of persons licensed in English and teaching English -----			158	102
Number of persons licensed in English but not teaching at all -----			244	365
Number of persons licensed in English and teaching other subjects but not teaching English -----			144	120
Number of persons teaching English but not licensed in English -----			42	41
Total number of licenses in English -----			546	587
Total number teaching English -----			200	143
FRENCH				
Number of persons licensed in French and teaching French -----			13	3
Number of persons licensed in French but not teaching at all -----			69	76
Number of persons licensed in French and teaching other subjects but not teaching French -----			27	8
Number of persons teaching French but not licensed in French -----			6	0
Total number of licenses in French -----			109	87
Total number teaching French -----			19	3

GERMAN

Number of persons licensed in German and teaching German.....	1	1
Number of persons licensed in German but not teaching at all.....	17	25
Number of persons licensed in German and teaching other subjects but not teaching German.....	3	2
Number of persons teaching German but not licensed in German.....	1	0
Total number of licenses in German.....	21	28
Total number teaching German.....	2	1

HEALTH

Number of persons licensed in health and teaching health.....	---	7
Number of persons licensed in health but not teaching at all.....	---	13
Number of persons licensed in health and teaching other subjects but not teaching health.....	---	13
Number of persons teaching health but not licensed in health.....	---	24
Total number of licenses in health.....	---	33
Total number teaching health.....	---	31

HOME ECONOMICS

Number of persons licensed in home economics and teaching home economics.....	103	64
Number of persons licensed in home economics but not teaching at all.....	61	112
Number of persons licensed in home economics and teaching other subjects but not teaching home economics.....	8	20
Number of persons teaching home economics but not licensed in home economics.....	8	11
Total number of licenses in home economics.....	172	196
Total number teaching home economics.....	111	75

INDUSTRIAL ARTS

Number of persons licensed in industrial arts and teaching industrial arts.....	83	29
Number of persons licensed in industrial arts but not teaching at all.....	10	38
Number of persons licensed in industrial arts and teaching other subjects but not teaching industrial arts.....	8	6
Number of persons teaching industrial arts but not licensed in industrial arts.....	8	9
Total number of licenses in industrial arts.....	101	73
Total number teaching industrial arts.....	91	38

LATIN

Number of persons licensed in Latin and teaching Latin.....	78	43
Number of persons licensed in Latin but not teaching at all.....	40	63
Number of persons licensed in Latin and teaching other subjects but not teaching Latin.....	16	16
Number of persons teaching Latin but not licensed in Latin.....	3	13
Total number of licenses in Latin.....	134	122
Total number teaching Latin.....	81	56

LIBRARY SCIENCE

Number of persons licensed in library science and teaching library science.....	2	0
Number of persons licensed in library science but not teaching at all.....	2	1
Number of persons licensed in library science and teaching other subjects but not teaching library science.....	0	0
Number of persons teaching library science but not licensed in library science.....	1	1
Total number of licenses in library science.....	4	1
Total number teaching library science.....	3	1

MATHEMATICS

Number of persons licensed in mathematics and teaching mathematics.....	101	60
Number of persons licensed in mathematics but not teaching at all.....	78	125
Number of persons licensed in mathematics and teaching other subjects but not teaching mathematics.....	58	15
Number of persons teaching mathematics but not licensed in mathematics.....	37	40
Total number of licenses in mathematics.....	237	200
Total number teaching mathematics.....	138	106

MUSIC		
Number of persons licensed in music and teaching music-----	112	93
Number of persons licensed in music but not teaching at all-----	38	109
Number of persons licensed in music and teaching other subjects but not teaching music-----	15	9
Number of persons teaching music but not licensed in music-----	14	9
Total number of licenses in music-----	165	211
Total number teaching music-----	126	102
PHYSICAL EDUCATION—MEN		
Number of persons licensed in physical education—men and teaching physical education—men-----	71	75
Number of persons licensed in physical education—men but not teaching at all-----	30	63
Number persons licensed in physical education—men and teaching other subjects but not teaching physical education—men-----	7	7
Number of persons teaching physical education—men but not licensed in physical education—men-----	43	22
Total number of licenses in physical education—men-----	108	145
Total number teaching physical education—men-----	114	97
PHYSICAL EDUCATION—WOMEN		
Number of persons licensed in physical education—women and teaching physical education—women-----	33	31
Number of persons licensed in physical education—women but not teaching at all-----	20	50
Number of persons licensed in physical education—women and teaching other subjects but not teaching physical education—women-----	4	1
Number of persons teaching physical education—women but not licensed in physical education—women-----	26	24
Total number of licenses in physical education—women-----	57	82
Total number teaching physical education—women-----	59	55
PUBLIC SPEAKING		
Number of persons licensed in public speaking and teaching public speaking-----	---	1
Number of persons licensed in public speaking but not teaching at all-----	---	27
Number of persons licensed in public speaking and teaching other subjects but not teaching public speaking-----	---	3
Number of persons teaching public speaking but not licensed in public speaking-----	---	0
Total number of licenses in public speaking-----	---	31
Total number teaching public speaking-----	---	1
SCIENCE		
Number of persons licensed in science and teaching science---	134	55
Number of persons licensed in science but not teaching at all---	141	230
Number of persons licensed in science and teaching other subjects but not teaching science-----	100	113
Number of persons teaching science but not licensed in science--	28	25
Total number of licenses in science-----	375	398
Total number teaching science-----	162	80
SOCIAL STUDIES		
Number of persons licensed in social studies and teaching social studies-----	148	92
Number of persons licensed in social studies but not teaching at all-----	164	221
Number of persons licensed in social studies and teaching other subjects but not teaching social studies-----	143	68
Number of persons teaching social studies but not licensed in social studies-----	53	39
Total number of licenses in social studies-----	455	381
Total number teaching social studies-----	201	131
SPANISH		
Number of persons licensed in Spanish and teaching Spanish----	1	3
Number of persons licensed in Spanish but not teaching at all----	23	38
Number of persons licensed in Spanish and teaching other subjects but not teaching Spanish-----	9	1
Number of persons teaching Spanish but not licensed in Spanish-----	1	0
Total number of licenses in Spanish-----	33	42
Total number teaching Spanish-----	2	3

(Continued on Page 191)

Teaching Positions in "Special"¹ Subjects in Indiana High Schools

Harry E. Elder
Registrar and Director of Student Programs
Indiana State Teachers College

The study here summarized is presented for consideration in connection with the revision of teacher training curriculums in Indiana and is based upon data from state directories for the school years of 1930-31 and 1933-34. The number and percentage of positions requiring the teaching of each "special" subject are given in Table I.

keep in mind certain facts, not indicated in the tabulation, as follows:

1. That the total number of positions requiring the teaching of "special" subjects has dropped from 4,202 in 1930 to 3,886 at the present time.

2. That 2,440 of the 4,202 positions requiring the teaching of "special" subjects

TABLE I
POSITIONS IN INDIANA PUBLIC SCHOOLS WHICH REQUIRE
TEACHING OF "SPECIAL" SUBJECTS

Enrollment in Grades 9-12	School Year 1930-1931				School Year 1933-1934			
	Alone		With Other Subjects		Alone		With Other Subjects	
	No.	%	No.	%	No.	%	No.	%
ART								
0-499	52	12.7	358	87.3	35	11.1	281	88.9
500-up	110	94.0	7	6.0	106	93.8	7	6.2
All Schools	162	31.2	365	68.8	141	32.8	288	67.2
COMMERCE								
0-499	222	53.4	194	46.6	192	46.1	246	53.9
500-up	218	92.7	17	7.3	236	92.9	18	7.1
All Schools	440	67.6	211	32.4	428	61.8	264	38.2
HOME EC.								
0-499	177	25.9	506	74.1	118	19.1	500	80.9
500-up	183	96.3	7	3.7	195	98.0	4	2.0
All Schools	360	41.2	513	58.8	313	38.3	504	61.7
IND. ARTS								
0-499	72	21.6	261	78.4	48	16.1	251	83.9
500-up	270	98.5	4	1.5	282	97.2	8	2.8
All Schools	342	56.3	265	43.7	330	56.0	259	44.0
MUSIC								
0-499	131	22.2	460	77.8	96	19.4	400	80.6
500-up	103	92.8	8	7.2	113	92.6	9	7.4
All Schools	234	33.3	468	66.7	209	32.2	409	67.8
PHYS. ED.								
0-499	43	6.6	606	93.4	41	5.5	703	94.5
500-up	181	93.8	12	6.2	190	86.4	30	13.7
All Schools	224	26.6	618	73.4	231	23.9	733	76.1

In examining these data the reader should

The subjects referred to as "special" in this report are art, commerce, home economics, industrial arts, music, and physical education.

in 1930 also required the teaching of other subjects; and that forty per cent of the total number of combination positions required two or more subjects in addition to the "special" subject.

(Continued on Page 191)

Around the Reading Table

THOMPSON, BETTY LYND. *Fundamentals of Rhythm and Dance*. A. S. Barnes and Company, New York, 1933. 230 pp.

Miss Thompson has attained a worthy objective in presenting to the field of educational dancing a usable textbook. The book is divided into several principal sections: (1) a necessary approach to dancing through the fundamentals of rhythm; (2) a discussion of creative dance with techniques as well as some dance studies described; (3) a section on methods of teaching tap, clog, and folk dancing; and (4) helps for public performance with suggestions for student committees. It is indeed a valuable addition to the library of the inexperienced teacher.

The analyses of rhythmic patterns and her subsequent dance choreographies are, above all, readable for classes of beginners as well as more advanced groups. I have successfully put such rhythmic patterns of a dance on a blackboard and had them danced at sight, as one might read a music score at sight.

The illustrations in the section on creative dancing show various stages of exercises in a most adequate fashion. With the sea as a background, the clearly outlined figures show beautiful motion or restraint. Particularly worth mention are those photographs of a scarf dance, "Waltz Arabesque," in which the single dancer handles the large scarf.

I do not hesitate to call this book the outstanding dance publication of the year for it contains, in workable form, that difficult thing—method of teaching dancing.

—Miriam DuVall

Indiana State Teachers College

WARNER, KENNETH O. *An Introduction to Some Problems of Australian Federalism*. University of Washington Press, Seattle, 1933. 309 pp.

This work deals with some of the more significant problems of federalism found in Australia. This nation has challenged the wonder and admiration of other nations for the last thirty years. The dualistic concept of government is revealed at its best in this country.

The central theme of Professor Warner's study centers around the following:

1. The legal relationship established by the constitution.
2. The extra-constitutional development which has tended to modify the rigidity of the legal relationship of the constitution.
3. The more important state and commonwealth laws.
4. Court decisions.

In speaking of the Australian Constitution Professor Warner says: "This constitution, unlike that of the United States, was not ordained and established by the people, but was enacted by the British Parliament after a majority in the Australian Colonies had agreed to unite in one indissoluble federal commonwealth."

The author treats various governmental problems in the light of the foregoing statement. Among the more important ones are the relationship between the states and the nation, and the powers and duties of each. There is much common ground with the dual set-up as found in the United States. There is also much overlapping of powers, but it would seem that there is a much greater tendency toward centralization; however, this has not prevented a somewhat chaotic constitutional regime. The author points out that this condition is due to inadequate distribution of authority, duplication of constitutional machines, and uncoordinated activities.

This book should be of great interest and value to advanced students of government as well as to men who hold high office in state and nation.

—C. T. Malan

Indiana State Teachers College

PEIRCE, ADAH. *Vocations for Women*. The Macmillan Company, New York, 1933. 329 pp.

Among the many recent books in the general field of occupational information for use in guidance courses in the secondary school, there appears no finer contribution than that of Adah Peirce, dean of women and assistant professor of sociology in Hiram College.

In the preface Miss Peirce uses John Dewey's interpretation of a broad concept of a vocation as "a direction of life activities which renders them perceptibly significant to a person, because of the consequences they accomplish and because of their usefulness to his associates." With this concept in mind she presents pertinent facts, gathered through some five years of teaching a course in vocational information, which will enlighten women as to the vocations in which they may spend their energies to the best advantage. A further survey of the preface indicates that student responsibility in the making of vocational decisions is imperative and an outline of factors to be considered seriously is included.

The book is divided into six parts briefly sketched as follows: Part I, Woman's Contribution to Occupational Endeavor and

Choosing an Occupation; Part II, Health Professions such as Nursing, Dentistry, Pharmacy, Public Health, Dietetics, Medicine, and Physical Education; Part III, Natural Sciences including Anthropology, Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, Physics, Psychology; Part IV, Business Vocations such as General Office and Secretarial Work, Accounting, Banking, Insurance, Advertising, Department Store Work, Real Estate, and Hotel Work; Part V, Art Vocations, The Creative Arts, Music, Dancing, Dramatic Work, Writing; and Part VI, Social Vocations such as Education, Library Work, Social Work, Religious Work, Personnel Work, Law, Politics and Civic Service, and Homemaking.

The author discusses each vocation from the following points of view: contributions to society, relation to other vocations, historical development, avenues within it, education and training needed, qualifications desired, remuneration, and a complete, up-to-date annotated bibliography.

Regardless of whether there is much well organized guidance in the high school, every administrator and teacher should know this book and suggest its use to girls. It will answer many challenging questions in simple, authentic, and inspiring fashion. Parents should also be familiar with its content because of its enrichment and specific educational guidance in the field of higher education. In mechanical make-up, as well as in all content, the book meets a high standard of workmanship. Counselors, teachers, administrators, parents, and, above all, high school and junior college girls will find *Vocations for Women* most worth while.

—Helen Ederle

Indiana State Teachers College

BROWN, A. E. *Workbook in Educational Psychology*. The Macmillan Company, New York, 1933. 226 pp.

This workbook is designed to accompany Gates' *Psychology for Students of Education*. The general plan for each unit of study is as follows: (1) assignment in Gates and some work of general readings in psychology; (2) specific directions for study; (3) study questions in the yes-no, completion, and matching forms; (4) questions for written analysis or elaboration, additional notes are sometimes included and furnish very suggestive supplementary material.

Granting the desirability of workbooks in college courses this one certainly ought to meet with favor. Every part of every unit is carefully prepared and represents a high type of practical service to the student. The questions are very stimulating and would necessitate thought rather than textbook searching. The additional references

have the merit of being few, specific, and well chosen. The student following out these assignments should be able to accomplish much with a minimum of wasted time and effort. The author claims that the student is not deprived of initiative in independent study. The use of yes-no questions in every assignment might be criticized were the questions not so fresh and stimulating. Instructors using the Gates text will be pleased with this workbook.

—E. L. Abell

Indiana State Teachers College

BENNETT, M. E. *College and Life*. McGraw-Hill Book Company, New York, 1933. 429 pp.

This book is very good for orientating the freshman student to college. It deals with various phases of college life for the student, devoting a section to each phase and these sections are divided into several chapters. The different sections and their divisions are given herewith.

Points of Departure; purposes and previews; problems of self-direction.

Living in College: college goals and values; getting acquainted and making friends; the distribution of time; life values in your college studies.

Learning in College: possibilities and advantages of improvement in study methods; the nature of study and learning; conditions for effective study; effective attitudes and the control of attention; effective remembering; note taking; using the library; effective silent reading; thought and its relation to study and living.

Building a Life: some problems of self-knowledge and self-development; heredity and environment; methods of self-discovery; some trends and pitfalls in human development; mental health; suggestions for development of personality; developing a wholesome and effective personality; developing a life philosophy; the place of marriage and home in a life plan; vocational and avocational planning—knowledge of self; vocational and avocational planning—checking self against an occupation.

HAEFNER, RALPH. *Ted and Polly, A Home Typing Book for Younger Children*. The Macmillan Company, New York, 1933. 107 pp.

This is a typewriting book for a child six to eight years of age which serves two purposes: (1) to guide the child in learning to use the typewriter; (2) to relate typing activities to reading, spelling, and written composition. The book assumes that the child has attended school for at least a half year or can read first grade stories.

The pages of the book are perforated so that they can be removed from the book and inserted in the typewriter.

WOELFEL, NORMAN. *Molders of the American Mind*. Columbia University Press, New York, 1933. 296 pp.

The book, which is a critical review of the social attitudes of seventeen contemporary leaders in American education, will arouse discussion. Its very nature is controversial. Some of the questions which the author has considered are: Of what stamp are the men who are reconstructing our educational system? In what shape are their intel-

lectual passports? Are they realists, or has academic security lamed their thought?

The contents of the book are: 1. Some Implications of Contemporary Social Change; 2. Analysis of the Viewpoints of American Educators; 3. Interpretative Criticism of the Viewpoints of American Educators; 4. Suggestive Strategic Considerations for American Educators; Appendix: General and Specific Questions Raised by the Analysis; Bibliographies; Index.

Teacher Supply and Demand in Indiana

(Continued from Page 187)

The summary of the 1931 and 1932 graduates teaching in the year following graduation is shown in Table III.

TABLE III
PER CENT OF 1931 AND 1932 GRADUATES TEACHING
IN THE YEAR FOLLOWING GRADUATION

Curricula	1931	1932
Elementary -----	79.93	73.48
Regula Colleg -----	65.46	48.84
Special College -----	44.49	57.60
Total -----	67.83	62.97

Teaching Positions in "Special" Subjects in Indiana High Schools

(Continued from Page 188)

3. That by 1933 the number of combination positions had fallen to 2,234 and that thirty-one per cent of these required the teaching of two or more subjects in addition to the "special" subject.

4. That practically all of the positions requiring the teaching of a "special" subject in combination with other subjects are in the smaller high schools of the state.

5. That nearly all young teachers begin their careers in the smaller schools where licenses to teach two or more subjects are necessary.

From the preceding data and from the standpoint of the actual needs of Indiana high schools, the following conclusions seem logical:

1. The curriculums of teachers colleges should lead to the certification of all beginning high school teachers in two or more subjects.

2. Specialization in any "special" subject, to the extent of 100 of the 192 quarter hours of credit required for graduation from a teachers college is very questionable.